Revised 03-18-05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary __ Middle __ High __ K-12

Name of Principal Mrs. Karen Boffa
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Plummer-Motz School
(As it should appear in the official records)

School Mailing Address 192 Middle Road
(If address is P.O. Box, also include street address)

Falmouth ME 04105-1221
City State Zip Code+4 (9 digits total)

County Cumberland School Code Number* 1239

Telephone (207) 781-3988 Fax (207) 781-2077
Website/URL http://www.falmouthschools.org E-mail kboffa@fps.k12.me.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date February 9, 2005
(Principal's Signature)

Name of Superintendent* Dr. George Entwistle III
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Falmouth School Department Tel. (207) 781-3200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date February 9, 2005
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Beppie Cerf
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date February 9, 2005
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT (All data are the most recent year available)

1. Number of schools in the district:
   _2___ Elementary schools
   _1___ Middle schools
   _____ Junior high schools
   _1___ High schools
   _____ Other

   _4___ TOTAL

2. District Per Pupil Expenditure: 6,256_____

   Average State Per Pupil Expenditure: 4,816_____

SCHOOL

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. _1____ Number of years the principal has been in her/his position at this school.

   _6____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**			
K					**8**			
1					**9**			
2					**10**			
3	98	94	**192**		**11**			
4	99	82	**181**		**12**			
5					**Other**			
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						373

6. Racial/ethnic composition of the students in the school:

_93___% White
__2___% Black or African American
__1____% Hispanic or Latino
__4____% Asian/Pacific Islander
___0___% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: ___1___%

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	2
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	372
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1%

8. Limited English Proficient students in the school: __1__%
__4___Total Number Limited English Proficient

Number of languages represented: _____4___
Specify languages: Russian, Latvian, Polish, and Khmer

9. Students eligible for free/reduced-priced meals: ___3__%

Total number students who qualify: ____11____

10. Students receiving special education services: ___13__%
____48__Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__4__Autism
__0__Deafness
__0__Deaf-Blindness
__2__Emotional Disturbance
__0__Hearing Impairment
__0__Mental Retardation
__4__Multiple Disabilities
_ 0__ Orthopedic Impairment
_ 7__ Other Health Impaired
_17___Specific Learning Disability
_14___Speech or Language Impairment
__0___Traumatic Brain Injury
__0___Visual Impairment Including Blindness

11. Full Time and Part Time Staff Members

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	16	2
Special resource teachers/specialists	7	7
Paraprofessionals	8	13
Support staff	1	2
Total number	33	24

12. Average school student-"classroom teacher" ratio: 22

13. Attendance patterns of teachers and students

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	92%	94%	94%	96%
Daily teacher attendance	95%	94%	93%	93%	94%
Teacher turnover rate	6%	6%	11%	4%	4%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

14. **(*High Schools Only*)**

PART III - SUMMARY

Narrative Snapshot of School

We believe that children are our most precious resource. We accept the responsibility and challenge given us by their parents to share in the task of establishing the foundation of their formal schooling. In meeting this task, we depend upon the enlightenment, encouragement and assistance of the entire community.

We base our program upon the developmental theory of growth and learning, supported by research, experience and practice, that confirms children grow and learn in their unique, individual ways and at their own individual rates. Our expectations for success of every child are developmentally appropriate while also sensitive to the Guiding Principles and Standards embedded in the Maine Learning Results and the No Child Left Behind federal legislation.

We affirm our commitment to the creation of a nurturing environment where social, emotional and physical growth take place; where the acquisition of knowledge occurs; where critical thinking and problem-solving skills develop; and where the imagination is cultivated and expanded.

We know that children learn and develop in many and diverse ways. In order to meet the wide ranges and interests of the students during the elementary years, we must strive towards the objectives that follow:

- To develop the intellectual ability of each child by providing a learning environment that encourages the use of problem solving and critical thinking skills
- To foster cognitive learning in all curriculum areas by using a multi-modality approach and recognizing that growth in reading and writing is a process
- To nurture the child's individual talents and creative abilities by integrated experiences in the school environment, as well as in each classroom
- To provide individual and group activities so each child can appreciate and be creative in the fine arts by participation, demonstration and presentation
- To develop an appreciation of our own culture and other cultures through literature, art, music and movement
- To reinforce the child's mental and emotional stability by maintaining a caring atmosphere where children can develop an understanding and an acceptance of self, through a wide range of exploratory, social and cognitive experiences that build self confidence, self motivation and self discipline
- To begin the process of motivating the child to become a responsible, moral person and lifelong learner by providing opportunities to make judgments and choices, to set priorities, to solve problems and to plan
- To help the child become a sensitive, honest, courteous individual, adept and positive in human relations, by providing a broad range of crucial relationships with others and by continued modeling of appropriate behavior by the staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. *The Meaning of the School's Assessment Results in Reading (Language Arts or English) and Mathematics*

The Maine Educational Assessment (MEA) is the state's measure of student progress in achieving the academic expectations, known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Maine Learning Results* can be found at http://www.state.me.us/education/lres/homepage.htm

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short "authentic" texts, selected from developmentally appropriate published works. There are four performance levels included in the content area of ELA Reading:

- Exceeds the Standards – The work demonstrates **exemplary** accomplishment in the comprehension of literary and informational texts, in the use of the skills and strategies of reading to answer questions, and in the demonstration of understanding of how words and images communicate (scaled scores: 561-580).
- Meets the Standards – The work demonstrates a **consistent** accomplishment in the comprehension of literary and informational texts, in the use of the skills and strategies of reading to answer

questions, and in the demonstration of understanding of how words and images communicate (scaled scores: 541-560).

- Partially Meets the Standards- The work demonstrates **inconsistent** accomplishment in the comprehension of literary and information tests, in the use of the skills and strategies of reading to answer questions, and in the demonstration of understanding of how words and images communicate (scaled scores: 521-540).
- Does Not Meet the Standards-The student demonstrates **limited** accomplishment in the comprehension of literary and informational texts, in the use of the skills and strategies of reading to answer questions, and in the demonstration of understanding of how words and images communicate (scaled scores: 501-520).

The four content standard clusters in math, which are assessed, include: Cluster 1 Numbers and Operations (number and number sense, computation, discrete mathematics), Cluster 2 Shape and Size (geometry, measurement), Cluster 3 Mathematical Decision Making (data analysis and statistics, probability, mathematical reasoning) and Cluster 4 Patterns (patterns, relations, and functions, algebra concepts, mathematical communication). Similar to the content area of reading, there are four performance levels included in math:

- Exceeds the Standards-The student demonstrates **exemplary** knowledge of content, process, reasoning and communications skills, and problem-solving ability (scaled scores: 561-580).
- Meets the Standards-The student demonstrates **consistent** knowledge of mathematical content, process, reasoning and communication skills, and problem-solving ability (scaled scores: 541-560).
- Partially Meets the Standards-The student demonstrates **partial and/or inconsistent** knowledge of mathematical content, process, reasoning and communication skills, and problem-solving ability (scaled scores: 521-540).
- Does Not Meet the Standards-The student demonstrates **limited** knowledge of mathematical content, process, reasoning and communication skills, and problem-solving ability (scaled scores: 501-520).

Over the past three years, 75-84% of the fourth grade students at Plummer-Motz either exceeded or met standards in Reading. There has been only 1% to, most recently, 0% of fourth graders who did not meet standards. In Math, there have been significant increases with students who met or exceeded standards: 42% in 2001-02, 57% in 2002-03 then 70% in 2003-04. Plummer-Motz has had significant decreases with fourth grade students not meeting standards in math, from 12% in 2001-02 to 3% in 2003-04. (Please refer to the State Criterion-Referenced Test table on page 13.)

More information regarding the MEA may be found at http://www.state.me.us/education/mea/edmea.htm

2. How the School Uses Assessment Data to Understand and Improve Student and School Performance

A variety of assessment data is available to Plummer-Motz teachers, specialists, and the principal. Using Power School as a technology-based data collection vehicle, regular updates useful to the management of student progress are regularly employed. The school is most cognizant of reading progress, and data acquired through twice annual reading tests using the Developmental Reading Assessment are compiled and reviewed by professional staff and the principal. Prioritization of time with remedial specialists is one result, as are any adjustments to classroom instruction for first best teaching for all abilities of learners. The school also has regular access to data reflective of writing progress as a result of fall and spring prompted writing, in addition to other commonly administered classroom work. With the Maine Learning Results in place, the school now has a plethora of data available in math by content strand, with regular updates also available in science, social studies and health. Leading this work are embedded

teacher leaders, with responsibility for the content areas of reading, writing, math, science and health, and social studies. They meet with their content teams, made up of classroom teachers, specialists, and paraprofessionals, regularly to review data, consider instructional modifications, and propose professional learning opportunities to support the work.

In addition to in-house assessment practices, the Maine Educational Assessment (MEA) is administered annually to all fourth grade students. The principal and content teams use the MEA data in several different ways to improve student learning. An item analysis yields information on our strengths and areas of need. It is important students understand vocabulary in the assessment questions. For example, students needed to know what the word "excerpt" means. In math, the geometry needed to have greater emphasis earlier in the year. The principal also looked at particular teachers whose students were consistently scoring higher on the MEAs, and analysis was done on amount of time teaching a particular content area, as well as successful teaching practices. Released items are used directly with students to demonstrate what a high quality response looks like, a proven teaching practice. All of the results and recommendations are shared with all teachers, curriculum is revised and strategies practiced.

3. How the School Communicates Student Performance, Including Assessment Data, to Parents, Students, and the Community

Plummer-Motz School employs a variety of communication strategies to keep parents and the community apprised of student progress, both quantitatively and qualitatively. The most important focus for data communication is clarity of progress towards learning standards, but progress indicators reflective of work ethic, organization, and school citizenship are also valued and employed. Falmouth community members benefit as well from web-based, viewable data. First of all, parents receive written reports of progress three times a year, two of which are coupled with 30-minute parent conferences. (Other meeting time is also available as needed, but this is the baseline expectation.) This infusion of information is timed for late fall, early spring, and then year's end. Progress reports contain information about achievement in all content areas, with greater detail involved in reading, writing, and math. Conferences, for which we have nearly 100% attendance, allow parents the opportunity to personally ask questions about their child's progress or other classroom performance areas. In the spring, student-led conferences are the norm, where portfolios are presented by the children and they are able to describe with clarity their learning successes and challenges. Work is selected by the children, categorized by learning benchmarks in various content areas, and then reflectively commented upon as these young learners consider their work in front of a parent and teacher audience. In some classes, this information is now presented in electronic portfolio format. In addition to this personal approach to sharing student performance with families, the school department's website, which can be found at www.falmouthschools.org, contains six years' worth of assessment data from the Maine Educational Assessments, and this information is accessible to all. Please visit the site to learn more about this powerful communication link for the community.

4. How the School has Shared and Will Continue to Share Its Successes with Other Schools

Falmouth Public Schools are part of a collaboration of schools called the Casco Bay Educational Alliance (CBEA), which includes six districts with similar demographics north of the Portland area. Falmouth Public Schools are also active members of the Southern Maine Partnership, which is a larger collaborative offered to all schools in southern Maine through the state university located here. Both of these collaboratives offer professional learning experiences for teachers, often through the sharing of knowledge and practice. At the elementary level, CBEA has offered teachers and administrators from Plummer-Motz and its sending primary school, Lunt School, multiple opportunities to share ideas and highlight effective practice. Principals participate in monthly gatherings, where the group determines its

discussion topics. Literacy practice, math curriculum choices, and writing strategies are all explored together and Plummer-Motz is always a contributor, as assessment scores of students are not only always near the top in all areas, but scores of children not meeting standards are practically non-existent, especially in reading. The group also promotes use of some common assessments, such as writing prompts, so that data can be gathered and compared. In addition, the curriculum directors of the collaborating districts meet regularly to discuss curriculum, instruction, assessment, and professional development. Falmouth always is willing to share information. Teachers have also participated in statewide conferences and received national awards, particularly in literacy, science, and technology. One third grade teacher recently received a Fairchild Semiconductor Award of $10,000 for her leadership in the use of electronic portfolios with elementary children. She recently presented her work at the statewide technology conference. Another teacher received the Presidential Award for Excellence in Elementary Science teaching, and offers consultative assistance throughout the district and through the Chewonki Foundation. Plummer-Motz seeks opportunities to share information whenever feasible.

PART V – CURRICULUM AND INSTRUCTION

1. The School's Curriculum

The Plummer-Motz School curriculum is based on the Maine Learning Results, which describe rigorous standards for all students in Maine. The English Language Arts curriculum is deep and varied. Students use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. They determine the meaning of unknown words using context clues and appropriate references, adjust reading speed to suit purpose, and read a variety of narrative and informational texts independently and fluently. They also use reading strategies to appreciate literature and culture by recognizing basic elements of plot and other story structures, as well as by relating quality literature to personal experiences. Students also apply reading, listening and viewing strategies to informational texts by reading for a variety of purposes, and using various informational parts of a text, like the index, table of contents, glossary, and so on. Students also demonstrate the ability to use the skills and strategies of the writing process as they plan, draft, and revise both independent, prompted pieces and self-selected, supported pieces of writing. Further, students are expected to use standard English conventions with few significant errors according to the length of the piece. Mathematics curriculum is also deep and varied. Students understand and demonstrate a sense of what numbers mean and how they are used; they understand and demonstrate computation skills; they also apply concepts of data analysis, probability, geometry, and measurement; and, students understand that mathematics is the science of patterns, relationships, and functions. By the end of fourth grade, students compute using all four operations, understand place value through 7 digit whole numbers and decimals through hundredths, recognize 2- and 3-dimensional shapes and angles, use standard and metric measurement tools, compare and order common fractions, and problem solve both traditional and non-traditional, multi-step problems. The science curriculum addresses life, physical, and earth and space science. Life sciences instruction focuses on classification/ecology and cells/disease. Students understand that living things can be sorted by attributes; that plants and animals survive well in differing environments; and, that some source of energy is needed for all organisms to stay alive and grow. They further understand that some living things consist of a single cell, and also the functions of major human organ systems. Physical science instruction includes structure of matter, energy, and force and motion, with students understanding that the physical properties of objects can change; that there are different forms of energy; and, that you can describe the effects of different types of forces on motion. Within earth and space science, students understand that many things about the earth occur in cycles; that there are differences among minerals and rocks; and, what the relative positions of the earth, moon and planets are in the universe. Social studies curriculum includes student understanding of essential ideas within the topics of map skills, Portland history, Native Americans, Maine studies, and important people in history. These topics represent

curriculum in geography, history, economics, and civics and government. More information about the social studies curriculum will be addressed in section V-3. Health and physical education curriculum includes student understandings in health information; health promotion and risk reduction; influences on health; physical fitness; motor skills; personal and social interactions; decision-making and goal setting; and, communication skills. Finally, the visual arts curriculum includes student creative expression, cultural heritage, and criticism and aesthetics.

2. *The School's Reading Curriculum*

The reading curriculum at Plummer-Motz School includes a combination of approaches rather than one particular commercial curriculum. Literature-based instruction is the primary strategy in classrooms, with whole group novels, small group novels, and independently selected reading at the core of the program. Teachers use information from the Developmental Reading Assessment to monitor progress and guide book choices. They teach literary devices using fictional pieces, and informational strategies using non-fiction text. Reading for purposes of research is also embedded in the content areas, with major research projects supporting Native American studies and important Americans in history projects. Those students requiring support in decoding are instructed using Wilson Reading protocols by both special educators, remedial support paraprofessionals, and classroom teachers, particularly through their spelling instruction. SRA reading kits are also utilized for student support as needed. Third grade teachers use commercial spelling programs, such as Zaner-Bloser's Spelling Connections, as well as instructional strategies suggested by Rebecca Sitton, which focus on priority words. The use of Junior Great Books is an important component of many classrooms, where shared inquiry brings children into interpretive discussion. Vocabulary studies are also essential elements in this school's reading instruction, and fourth grade teachers in particular use Wordly Wise materials to support vocabulary acquisition. The Plummer-Motz School library is, in addition, an integral part of reading instruction, as personal reading is promoted and supported using an outstanding collection of children's literature, including poetry and non-fiction. The librarian annually promotes a reading incentive program, where children are encouraged to read for a certain period of time daily and then "cash in" those points for small artifacts. It's non-competitive and energizing for all levels of readers. The school's reading program reflects a firm belief that a variety of strategies best suited to individual student needs is most effective, so the component parts are carefully selected or crafted to do just that by literacy professionals.

3. The School's Social Studies Curriculum

The mission and philosophy of Plummer-Motz School emphasizes goals in respect and citizenship, and both of these values are inherent in the social studies curriculum. Using the Maine Learning Results as a basis for curriculum design, the content strand of civics and government includes an emphasis on student understanding of the rights and responsibilities of living in a democratic society. In the content strand of history, students are able to identify similarities and differences in the characteristics of individuals who have made significant contributions to society over time, and also are able to develop historical awareness of major events, people, and enduring themes in their community, state, and country, with special emphasis on Maine history. To that end, rich units of study have been developed. In third grade, in addition to map skills to further student understanding of geography, students study Portland history for the following purposes: To be able to understand the chronological order and importance of significant events, groups, and people in the history of Portland; to identify Portland City Hall as the seat of local government and First Parish Church as the location of the signing of the Maine Constitution, as well as the role of other significant city landmarks; and, how natural resources contribute to the economic development of the city. In fourth grade, curriculum in Maine studies allows students to be able to construct maps of Maine, including physical features, major cities, and natural resources; demonstrate understanding of the three geographic regions of Maine; demonstrate understanding of the chronological order and important of significant events, landmarks, groups, and people in the history of Maine;

understand the basic functions of state government and the component parts; and, understand how natural resources contribute to the economic development of the state. They also study important people in history in order to demonstrate an understanding that past events and people affect the way we live today. This rich collection of curriculum topics ensures that students enhance their growth as respectful citizens of their community and of Maine.

4. Instructional Methods to Improve Student Learning

Teachers at Plummer-Motz School are all highly qualified, experienced teachers. They employ a variety of instructional strategies appropriate to their goals, and choose engaging and interactive approaches suitable for skill work, concept attainment, and application of understanding. Certainly direct instruction is a key strategy and the use of using advanced organizers is an important component in every classroom. Recently, the teachers and principal engaged in a study of research-based instructional strategies that have been proven to raise student achievement. This research, conducted by Robert Marzano and his associates, was introduced to the staff by their principal in the winter of 2001. Findings most meaningful to the teachers were the most significantly effective components of instruction based on thousands of studies. These findings included: 1) use of compare/contrast activities and discussions using Venn diagrams or charts and tables, as students are asked to identify attributes, for example, of two key characters in a book, and their similarities and differences; 2) student development of hypothesis in inquiry-based instruction; 3) use of t-chart note taking for new concepts, with one side of the chart recording teacher language and the other side reflecting student's interpretations using their own words; 4) use of visual images to represent new concepts; 5) immediate return of corrected student work (within a maximum of three days) so that students can learn from their work products what was done well and what needs improvement using very directive commentary; and, 6) use of graphic organizers to assist with scaffolding new knowledge. Observations by the principal provided evidence that teachers in every subject area embraced these strategies, and meaningful instructional adjustments were made as a result. In addition, a nationally known educational consultant, Bruce Wellman, offered teachers literacy strategies that have been used in most classrooms. More about this will be described in the professional development section. In summary, teachers at Plummer-Motz School are consciously choosing instructional strategies to best match learning goals and also reflect best practice according to rigorous research.

5. The School's Professional Development Program and its Impact on Improving Student Achievement.

Professional development is an integral part of the professional learning community at Plummer-Motz School. There have been a wide variety of experiences offered to teachers, who embrace each one fully and attend with great enthusiasm. There have been four different groups of teachers participate in a 3-credit graduate course offered on site by national educational consultant Bruce Wellman called "Pathways to Understanding." Wellman teaches teachers about instructional strategies that richly involve literacy goals, and his strategies not only are utilized regularly, but three teachers have now become teacher trainers under his direction to support this work throughout the district. Everyday Mathematics was recently adopted as a K-5 math curriculum, and summer workshops were offered to orient teachers to the new curriculum and to increase their math understanding within this rigorous program. Junior Great Books training in shared inquiry has been a successful on-site opportunity, as well as instruction around the Six Traits Writing protocols, which were offered by a colleague following her own training in that program. Professional development has also focused on assessment literacy, as teachers have been actively involved in designing assessments within the core areas of instruction. The district director responsible for curriculum and assessment has instructed teachers in use of validity studies and reliability protocols to meet the state's requirements for a comprehensive Local Assessment System. Teachers have also participated in K-12 content review committees in the sciences, math, and social studies. Ultimately, student learning, according to both internal assessments and external measures, has increased

significantly, especially in reading and math. It is the belief of the school that this growth is directly attributable to the lifelong learning embraced by this staff and the ever-increasing awareness of effective practice. Supervision and evaluation practices also now reflect the teacher competencies of the National Board for Professional Teaching Standards, and personal growth has been noted both qualitatively and quantitatively within the ranks of both high experienced staff and those who are newer to the profession. Professional development is indeed a key component in the successful learning environment of Plummer-Motz School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject _Reading/Math_ Grade _4__ Test_ Maine Education Assessment (MEA)

Edition/Publication Year_2004_ Publisher_Measured Progress, Inc_____

Plummer-Motz Maine Educational Assessment Scores (MEA)

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	November	November	November
SCHOOL SCORES - Reading				
% Exceeds	5%	3%	3%	6%
% Meets	78%	81%	72%	67%
% Partially Meets	16%	15%	24%	27%
% Does not Meet	0%	1%	1%	0%
Testing month	March	March	March	March
SCHOOL SCORES - Math				
% Exceeds	8%	11%	4%	3%
% Meets	62%	46%	38%	43%
% Partially Meets	26%	33%	46%	45%
% Does not Meet	3%	10%	12%	9%
Number of students tested	201	169	178	161
Percent of total students tested	100 %	99%	99%	99%
Number of students alternatively assessed	2	2	2	
Percent of students alternatively assessed	1	1	1	
SUBGROUP SCORES				
1.**Identified Disability**				
Subgroup I SCORES - Reading				
% Exceeds or Meets	52%	55%	31%	35%
% Partially Meets	48%	35%	66%	65%
% Does not Meet	0%	10%	3%	0%
	27	23	29	18
Subgroup I SCORES - Math				
% Exceeds or Meets	48%	32%	19%	7%
% Partially Meets	36%	37%	48%	73%
% Does not Meet	16%	32%	32%	20%
Number of students tested	27	23	25	15
2. **Socioeconomic and ethnic/racial subgroups****				

**Subgroups for socioeconomic and ethnic/racial groups are not statistically significant for any of the years:

Ethnic/Racial subgroups:

2001-2002 Caucasian 171 students; Hispanic 1; Asian 3; American Indian 1; Multi-ethnic 5; Other 1 student

2002-2003 Caucasian 167 students; Asian 2; Multi-ethnic 1

2003-2004 Caucasian 197 students, Asian 4; Other/Multi-ethnic 2

Economically disadvantaged subgroups

2003-2004 - 2% Disadvantaged

2002-2003 - 4% Disadvantaged

2001-2002 – 4% Disadvantaged